



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2009
Code: 12411659
SAU: MSAD 47
School: Williams Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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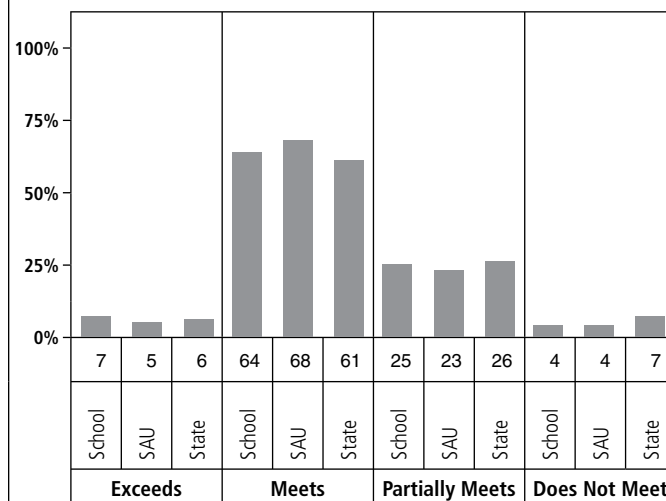
SUMMARY OF SCORES

Test Date: March 2009
Grade: 5
SAU: MSAD 47
School: Williams Elementary School

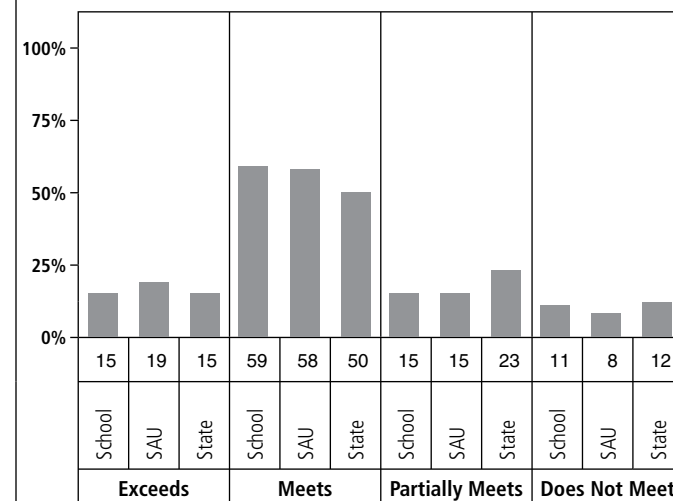
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	548	548	544
2007–2008	546	545	545
2008–2009	547	548	546
Cum. Avg.*	547	547	545
Mathematics			
2006–2007	553	551	546
2007–2008	549	548	546
2008–2009	548	550	547
Cum. Avg.*	550	550	546
Science			
2008–2009 **	543	544	543

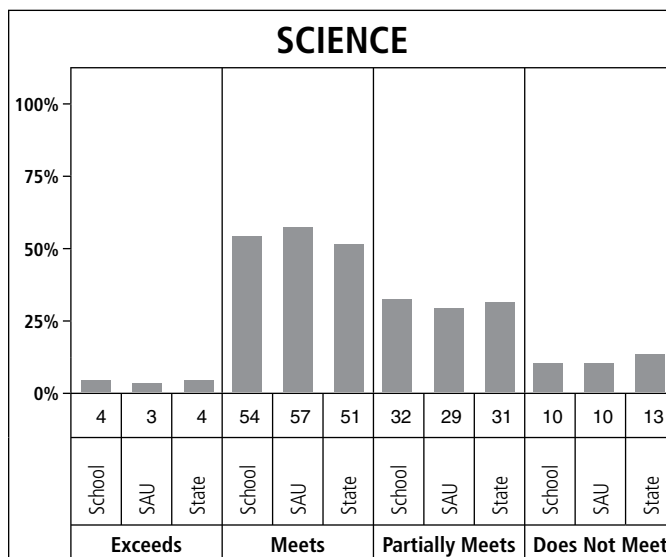
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 5
SAU: MSAD 47
School: Williams Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	81	100	206	100	14212	100	81	100	206	100	14135	100	81	100	206	100	14144	100	81	100	206	100	14137	100
Ethnicity African American/Black	1	1	1	0	397	3	1	100	1	100	388	98	1	100	1	100	393	99	1	100	1	100	389	98
American Indian or Native Alaskan	0	0	0	0	110	1	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	2	2	4	2	259	2	2	100	4	100	253	98	2	100	4	100	258	100	2	100	4	100	257	99
Hispanic	0	0	0	0	175	1	0	0	0	0	172	99	0	0	0	0	172	99	0	0	0	0	173	99
Caucasian/White	78	96	201	98	13271	93	78	100	201	100	13212	100	78	100	201	100	13211	100	78	100	201	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	13	16	30	15	2479	17	13	100	30	100	2454	100	13	100	30	100	2455	100	13	100	30	100	2451	99
Current LEP	0	0	0	0	374	3	0	0	0	0	359	96	0	0	0	0	370	99	0	0	0	0	366	98
Economically disadvantaged	31	38	68	33	5848	41	31	100	68	100	5815	100	31	100	68	100	5819	100	31	100	68	100	5812	100
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	61	75	157	76	10849	76	61	75	157	76	10872	76	61	75	157	76	10976	77
Identified disability (PET/IEP)	0	0	1	1	298	3	0	0	1	1	307	3	0	0	1	1	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	0	0	2	1	123	1	0	0	2	1	121	1	0	0	2	1	126	1
Participation with accommodations	20	25	46	22	3122	22	20	25	46	22	3124	22	20	25	46	22	3019	21
Identified disability (PET/IEP)	13	65	26	57	1992	64	13	65	26	57	2000	64	13	65	26	57	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	7	35	20	43	907	29	7	35	20	43	886	28	7	35	20	43	826	27
Participation through alternate assessment (PAAP)	0	0	3	1	164	1	0	0	3	1	148	1	0	0	3	1	142	1
Identified disability (PET/IEP)	0	0	3	100	164	100	0	0	3	100	148	100	0	0	3	100	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
Non-participation – other	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 5
SAU: MSAD 47
School: Williams Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	9	12	12	7	702	5
	2007-2008	3	4	11	6	659	5
	2008-2009	6	7	11	5	836	6
	Cum. Total*	18	8	34	6	2197	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	51	65	110	65	7730	55
	2007-2008	49	69	111	59	8195	58
	2008-2009	52	64	138	68	8495	61
	Cum. Total*	152	66	359	64	24420	58
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	14	18	38	22	4182	30
	2007-2008	15	21	47	25	3800	27
	2008-2009	20	25	46	23	3667	26
	Cum. Total*	49	21	131	23	11649	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	4	5	10	6	1419	10
	2007-2008	4	6	18	10	1362	10
	2008-2009	3	4	8	4	973	7
	Cum. Total*	11	5	36	6	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	31.7	66.0	32.2	67.1	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	16.0	66.7	15.8	65.8	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	15.7	65.4	16.4	68.3	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: MSAD 47
School: Williams Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	81	6	7	52	64	20	25	3	4	547	203	5	68	23	4	548	13971	6	61	26	7	546
Ethnicity																						
African American/Black	1										1						381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	2										4						252	11	58	21	11	547
Hispanic	0										0						166	4	54	32	10	543
Caucasian/White	78	5	6	50	64	20	26	3	4	547	198	5	68	23	4	548	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	3	23	8	62	2	15	540	27	0	19	63	19	538	2290	0	29	47	23	537
No	68	6	9	49	72	12	18	1	1	549	176	6	76	16	2	549	11681	7	67	22	4	548
Current LEP																						
Yes	0										0						354	1	35	34	30	538
No	81	6	7	52	64	20	25	3	4	547	203	5	68	23	4	548	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	31	1	3	18	58	10	32	2	6	544	66	2	64	30	5	545	5716	2	51	35	12	542
No	50	5	10	34	68	10	20	1	2	549	137	7	70	19	4	549	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	81	6	7	52	64	20	25	3	4	547	203	5	68	23	4	548	13963	6	61	26	7	546
Gender																						
Female	39	4	10	24	62	10	26	1	3	547	99	8	70	19	3	550	6882	8	62	24	6	547
Male	42	2	5	28	67	10	24	2	5	547	104	3	66	26	5	546	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	11	0	0	2	18	8	73	1	9	538	36	0	25	64	11	539	1914	1	41	44	14	540
No	70	6	9	50	71	12	17	2	3	549	167	7	77	14	2	550	12057	7	64	23	6	547
Gifted/talented program																						
Yes	0										7	29	71	0	0	561	450	26	72	2	0	557
No	81	6	7	52	64	20	25	3	4	547	196	5	68	23	4	547	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: MSAD 47
School: Williams Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	1	0	0	1	100	0	0	0	0	548	2	0	50	25	25	544	4	2	40	34	24	540
B. less than one hour	81	4	6	43	65	17	26	2	3	547	78	6	68	23	3	548	70	6	63	26	6	546
C. one to two hours	17	2	14	8	57	3	21	1	7	548	20	5	68	22	5	547	24	7	61	26	6	546
D. more than two hours	0										0						2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	34	2	7	19	70	6	22	0	0	548	39	9	76	15	0	551	36	10	67	18	5	549
B. good	45	3	8	22	61	9	25	2	6	548	46	3	67	23	7	547	47	5	62	27	6	546
C. fair	20	1	6	10	63	5	31	0	0	546	14	4	50	43	4	543	15	2	47	40	12	541
D. poor	1	0	0	1	100	0	0	0	0	542	1	0	50	50	0	539	2	0	30	46	24	537
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	22	1	6	10	59	5	29	1	6	545	28	7	79	13	2	550	31	9	65	20	5	548
B. They match some of what I have learned.	72	5	9	38	67	14	25	0	0	549	62	5	69	24	2	548	55	5	63	27	5	546
C. They match just a little of what I have learned.	6	0	0	3	60	1	20	1	20	542	9	6	28	44	22	540	10	3	45	38	14	542
D. There is no match.	0										2	0	67	33	0	544	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	18	0	0	8	57	4	29	2	14	543	13	0	63	22	15	543	16	3	49	32	15	542
B. about the same as my regular schoolwork	69	6	11	36	65	12	22	1	2	549	66	8	68	23	2	549	64	7	63	25	5	547
C. easier than my regular schoolwork	14	0	0	8	73	3	27	0	0	545	20	2	73	22	2	548	20	5	62	26	7	546
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	6	0	0	1	20	3	60	1	20	538	5	0	10	70	20	537	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	57	5	11	29	64	9	20	2	4	548	53	7	66	23	5	547	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	37	1	3	21	72	7	24	0	0	548	42	5	78	16	1	551	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	20	1	6	12	75	3	19	0	0	549	18	3	76	22	0	549	20	10	64	21	5	548
B. 20 minutes to an hour	67	5	9	34	63	12	22	3	6	548	67	7	68	21	4	548	56	7	65	24	5	547
C. less than 20 minutes	4	0	0	1	33	2	67	0	0	543	5	0	55	27	18	544	10	3	52	33	12	543
D. I rarely read at home.	10	0	0	5	63	3	38	0	0	541	9	6	56	33	6	543	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	16	0	0	10	77	2	15	1	8	547	17	3	69	23	6	547	25	3	53	33	11	543
B. six to ten pages	33	2	7	16	59	8	30	1	4	545	28	5	63	26	5	546	26	6	61	26	7	546
C. eleven or more pages	51	4	10	26	63	10	24	1	2	548	54	6	71	21	3	549	49	8	65	23	5	547
Optional school/SAU question																						
A.	8	1	17	2	33	3	50	0	0	549	8	17	33	50	0	549						
B.	38	3	10	19	63	8	27	0	0	546	38	10	63	27	0	546						
C.	29	2	9	15	65	4	17	2	9	548	29	9	65	17	9	548						
D.	24	0	0	15	79	4	21	0	0	548	24	0	79	21	0	548						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 5
SAU: MSAD 47
School: Williams Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	20	25	38	22	1711	12
	2007-2008	9	13	25	13	1617	12
	2008-2009	12	15	38	19	2119	15
	Cum. Total*	41	18	101	18	5447	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	44	56	93	54	6778	48
	2007-2008	44	62	110	59	7284	52
	2008-2009	48	59	117	58	7046	50
	Cum. Total*	136	59	320	57	21108	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	10	13	29	17	3884	28
	2007-2008	14	20	33	18	3341	24
	2008-2009	12	15	31	15	3193	23
	Cum. Total*	36	16	93	17	10418	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	5	6	11	6	1683	12
	2007-2008	4	6	19	10	1778	13
	2008-2009	9	11	17	8	1638	12
	Cum. Total*	18	8	47	8	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	26.4	55.0	27.5	57.3	25.5	53.1
A. Number	18	38	10.9	60.6	11.3	62.8	9.8	54.4
B. Data	10	21	4.9	49.0	5.2	52.0	5.2	52.0
C. Geometry	10	21	4.7	47.0	5.1	51.0	4.7	47.0
D. Algebra	10	21	5.9	59.0	5.9	59.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: MSAD 47
School: Williams Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	81	12	15	48	59	12	15	9	11	548	203	19	58	15	8	550	13996	15	50	23	12	547
Ethnicity																						
African American/Black	1										1						385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	2										4						257	19	50	20	12	548
Hispanic	0										0						166	9	43	31	17	543
Caucasian/White	78	11	14	47	60	11	14	9	12	548	198	19	58	15	9	550	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	7	54	0	0	6	46	536	27	0	37	11	52	532	2307	3	32	32	33	536
No	68	12	18	41	60	12	18	3	4	550	176	22	61	16	2	552	11689	17	54	21	8	549
Current LEP																						
Yes	0										0						365	5	33	30	32	536
No	81	12	15	48	59	12	15	9	11	548	203	19	58	15	8	550	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	31	1	3	18	58	6	19	6	19	543	66	8	58	20	15	545	5731	7	46	29	18	542
No	50	11	22	30	60	6	12	3	6	551	137	24	58	13	5	552	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	81	12	15	48	59	12	15	9	11	548	203	19	58	15	8	550	13988	15	50	23	12	547
Gender																						
Female	39	7	18	17	44	11	28	4	10	547	99	21	53	19	7	550	6889	14	51	23	12	546
Male	42	5	12	31	74	1	2	5	12	549	104	16	63	12	10	549	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	11	1	9	2	18	4	36	4	36	535	36	8	36	36	19	541	1918	3	39	36	22	539
No	70	11	16	46	66	8	11	5	7	550	167	21	62	11	6	552	12078	17	52	21	10	548
Gifted/talented program																						
Yes	0										7	86	14	0	0	573	450	64	34	2	0	564
No	81	12	15	48	59	12	15	9	11	548	196	16	59	16	9	549	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: MSAD 47
School: Williams Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	1	0	0	0	0	1	100	0	0	534	2	0	50	25	25	540	4	8	38	26	28	539
B. less than one hour	81	9	14	41	62	9	14	7	11	548	78	18	62	13	7	550	70	15	52	23	10	547
C. one to two hours	17	3	21	7	50	2	14	2	14	547	20	24	41	22	12	548	24	15	51	23	11	547
D. more than two hours	0										0						2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	33	7	26	15	56	2	7	3	11	551	30	30	50	10	10	553	34	28	50	14	8	552
B. good	46	4	11	23	62	5	14	5	14	546	53	18	64	11	7	550	45	11	54	24	10	546
C. fair	19	1	7	10	67	4	27	0	0	547	15	3	59	31	7	545	18	3	45	33	19	540
D. poor	2	0	0	0	0	1	50	1	50	529	3	0	20	40	40	530	3	1	29	41	29	535
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	30	3	13	15	63	3	13	3	13	548	35	27	58	10	6	553	38	22	52	19	7	550
B. They match some of what I have learned.	60	9	18	31	63	7	14	2	4	550	51	14	63	18	4	550	48	12	53	24	11	546
C. They match just a little of what I have learned.	7	0	0	2	33	1	17	3	50	532	12	13	38	17	33	540	11	6	40	30	24	540
D. There is no match.	2	0	0	0	0	1	50	1	50	530	1	33	0	33	33	547	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	20	1	6	5	31	5	31	5	31	537	12	4	42	25	29	538	17	7	42	30	21	540
B. about the same as my regular schoolwork	63	9	18	35	69	6	12	1	2	552	63	16	68	13	3	551	64	15	53	23	10	547
C. easier than my regular schoolwork	17	2	14	8	57	1	7	3	21	547	25	34	40	14	12	552	19	24	49	17	10	550
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	9	0	0	1	14	4	57	2	29	535	6	0	17	42	42	531	7	6	39	27	27	539
B. 30–45 minutes	15	3	25	8	67	1	8	0	0	555	13	19	58	15	8	549	28	9	49	28	15	544
C. 45–60 minutes	35	1	4	20	71	2	7	5	18	546	32	17	63	12	8	551	41	17	53	21	9	548
D. more than 60 minutes	41	8	24	18	55	5	15	2	6	550	49	22	58	14	5	551	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	4	0	0	2	67	1	33	0	0	542	3	0	33	50	17	537	6	14	43	24	20	543
B. two or three days a week	38	4	13	21	68	3	10	3	10	550	32	20	58	12	9	551	24	17	52	21	10	548
C. two or three times each month	46	5	14	23	62	7	19	2	5	548	47	18	61	17	4	550	33	17	52	21	9	548
D. never or almost never	12	3	30	2	20	1	10	4	40	542	18	22	50	11	17	548	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	31	3	12	19	76	2	8	1	4	552	32	13	70	13	5	551	23	13	47	26	15	545
B. two or three days a week	44	8	22	17	47	7	19	4	11	547	38	22	53	14	10	549	31	17	52	21	10	548
C. two or three times each month	15	0	0	8	67	2	17	2	17	545	20	24	49	20	7	551	27	17	52	21	10	548
D. never or almost never	10	1	13	4	50	1	13	2	25	543	9	16	53	16	16	547	20	12	50	24	14	545
Optional school/SAU question																						
A.	8	0	0	3	50	2	33	1	17	543	8	0	50	33	17	543						
B.	38	2	7	21	70	3	10	4	13	545	38	7	70	10	13	545						
C.	29	5	22	13	57	3	13	2	9	552	29	22	57	13	9	552						
D.	24	5	26	10	53	4	21	0	0	552	24	26	53	21	0	552						

SCIENCE RESULTS

Test Date: March 2009
Grade: 5
SAU: MSAD 47
School: Williams Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	3	4	7	3	626	4
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	44	54	116	57	7187	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	26	32	59	29	4364	31
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	8	10	21	10	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	48	100	29.1	60.6	29.7	61.9	29.2	60.8
D. The Physical Setting	24	50	12.8	53.3	12.9	53.8	12.9	53.8
E. The Living Environment	24	50	16.3	67.9	16.8	70.0	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: MSAD 47
School: Williams Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	81	3	4	44	54	26	32	8	10	543	203	3	57	29	10	544	13995	4	51	31	13	543
Ethnicity																						
African American/Black	1										1						382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	2										4						256	5	51	27	17	542
Hispanic	0										0						167	1	40	37	22	539
Caucasian/White	78	3	4	42	54	25	32	8	10	543	198	4	57	29	11	544	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	4	31	4	31	5	38	534	27	0	26	26	48	533	2309	2	29	39	29	536
No	68	3	4	40	59	22	32	3	4	545	176	4	62	30	5	546	11686	5	56	30	10	545
Current LEP																						
Yes	0										0						361	1	23	32	44	533
No	81	3	4	44	54	26	32	8	10	543	203	3	57	29	10	544	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	31	1	3	14	45	13	42	3	10	541	66	5	45	38	12	541	5729	2	42	37	20	539
No	50	2	4	30	60	13	26	5	10	545	137	3	63	25	9	545	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	81	3	4	44	54	26	32	8	10	543	203	3	57	29	10	544	13987	4	51	31	13	543
Gender																						
Female	39	2	5	17	44	15	38	5	13	541	99	4	55	28	13	543	6886	4	49	33	14	542
Male	42	1	2	27	64	11	26	3	7	545	104	3	60	30	8	545	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	11	0	0	1	9	9	82	1	9	535	36	0	25	53	22	537	1917	1	31	41	28	536
No	70	3	4	43	61	17	24	7	10	544	167	4	64	24	8	546	12078	5	55	30	11	544
Gifted/talented program																						
Yes	0										7	0	100	0	0	555	450	25	72	2	1	557
No	81	3	4	44	54	26	32	8	10	543	196	4	56	30	11	544	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: MSAD 47
School: Williams Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	1	0	0	0	0	1	100	0	0	536	2	0	25	50	25	538	4	2	37	35	25	538
B. less than one hour	81	3	5	36	55	20	30	7	11	543	78	4	59	27	9	545	70	4	53	31	12	544
C. one to two hours	17	0	0	8	57	5	36	1	7	543	20	0	54	34	12	542	24	5	51	31	12	544
D. more than two hours	0										0						2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	19	0	0	10	67	4	27	1	7	546	37	3	69	23	5	547	26	7	56	26	11	545
B. good	60	3	6	28	57	15	31	3	6	545	49	5	54	32	9	544	53	4	53	31	11	544
C. fair	16	0	0	5	38	4	31	4	31	537	12	0	38	33	29	537	18	2	41	39	17	540
D. poor	5	0	0	1	25	3	75	0	0	538	2	0	40	60	0	541	3	1	33	36	30	536
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	14	0	0	7	64	3	27	1	9	545	19	3	61	32	5	545	23	5	56	28	11	544
B. They match some of what I have learned.	62	2	4	29	58	15	30	4	8	544	56	3	63	27	8	545	48	5	52	31	12	544
C. They match just a little of what I have learned.	20	1	6	7	44	7	44	1	6	543	21	5	45	33	17	542	23	4	49	33	14	543
D. There is no match.	5	0	0	1	25	1	25	2	50	535	4	11	33	33	22	541	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	24	1	5	10	53	5	26	3	16	542	15	3	53	27	17	542	23	5	48	31	16	543
B. about the same as my regular schoolwork	62	2	4	28	57	16	33	3	6	545	65	4	58	29	9	545	58	4	52	32	12	543
C. easier than my regular schoolwork	14	0	0	6	55	4	36	1	9	540	20	3	60	33	5	545	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	21	0	0	11	65	6	35	0	0	544	39	3	62	28	8	545	33	5	51	31	14	543
B. a few times a week	62	3	6	27	54	17	34	3	6	544	50	5	56	32	7	545	45	4	52	32	11	544
C. once a week	9	0	0	4	57	2	29	1	14	546	6	0	42	33	25	542	8	4	50	30	16	542
D. a few times a month	9	0	0	2	29	1	14	4	57	532	5	0	50	10	40	537	15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	19	0	0	8	53	5	33	2	13	542	25	0	66	20	14	544	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	26	0	0	11	52	9	43	1	5	542	24	0	48	46	6	542	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	33	3	11	13	48	7	26	4	15	544	32	8	55	28	9	545	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	22	0	0	12	67	5	28	1	6	544	20	5	63	23	10	546	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	56	0	0	24	53	16	36	5	11	541	56	3	55	32	11	543	47	4	51	32	12	543
B. a few times a month	31	2	8	15	60	8	32	0	0	547	26	6	60	27	8	545	27	5	54	30	11	544
C. once a month	7	1	17	3	50	0	0	2	33	546	6	8	62	15	15	546	10	5	49	30	15	543
D. never or almost never	6	0	0	2	40	2	40	1	20	538	12	0	63	29	8	545	15	3	48	32	16	542
How often do you use observations and data to support your idea about science?																						
A. a few times a week	53	1	2	24	56	14	33	4	9	542	51	4	55	31	10	544	46	4	52	32	12	543
B. a few times a month	33	1	4	16	59	7	26	3	11	544	30	3	61	27	8	545	28	5	53	30	12	544
C. once a month	9	1	14	2	29	3	43	1	14	544	12	4	54	33	8	544	11	4	47	34	15	542
D. never or almost never	5	0	0	2	50	2	50	0	0	546	8	0	67	13	20	544	15	4	50	30	16	542
Optional school/SAU question																						
A.	8	0	0	3	50	2	33	1	17	540	8	0	50	33	17	540						
B.	38	1	3	14	47	12	40	3	10	541	38	3	47	40	10	541						
C.	29	2	9	15	65	5	22	1	4	547	29	9	65	22	4	547						
D.	24	0	0	11	58	7	37	1	5	544	24	0	58	37	5	544						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number